November 22, 2019

To the Graduate Program:

This project, entitled “The Heritage Project: A starting point for creating more culturally responsive classrooms.” and written by Camila A. Carvacho Yerkovich, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

_____
Paula Wilder, Advisor

We have reviewed this
Project and recommend its
acceptance:

_____
Michelle Plaisance,
Director, Graduate Program in TESOL

_____
Kathleen Keating
Chair, Department of English

Accepted for the Graduate Prograr.

_____
Jane C. Girardi

# THE HERITAGE PROJECT: A STARTING POINT FOR CREATING MORE CULTURALLY RESPONSIVE CLASSROOMS

Presented to
The Graduated Program of
Greensboro College

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

By
Camila A. Carvacho Yerkovich

November 2019

Advisor: Professor Paula Wil

**Abstract**

Including meaningful experiences into the teaching-process has always been a goal for educators in order to engage the learners and generate quality and long-lasting knowledge. Those learning experiences will shape the level of success and integration of the students related to the dominant culture, breaking down one of the biggest and most visible barriers: Language. However, underneath the visible differences are the cultural aspects that have shaped our learners' lives. Our culture implies more than a language as set of words organized to produce understandable input to the speakers of the same language. Culture is directly attached to everything we are. Our first words, the first lullabies we heard, the kind voice of our family members, and our home country traditions are a forever part of each of us. As a result, those components that have deep meaning for our learners can be used to create better teaching practices. The Heritage Project is an annual activity that integrates the English language learners' cultures into a school community event where they will be able to share and celebrate with others to create more culturally responsive classrooms.

## Dedication

I want to thank my family for their love and support. Thank you for keeping my heart and mind always awake and ready for learning. Thank you for teaching me the value of fairness and kindness that has always inspired me.

**Acknowledgements**

I would like to express my sincere gratitude to my advisor Professor Paula Wilder for taking the time to read this project and for all the professors that were part of my learning process during this year. Without your guidance, it would not have been possible.

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## Chapter 1: Introduction

I came to the United States about three and a half years ago to take the amazing responsibility of sharing my culture while teaching Spanish to native English speakers. I knew little about the way the educational system worked, about my students, about the people I would work with, and their customs. I was not sure what it was like to belong to a minority or non-dominant group. As part of this journey, I learned about different cultures and their diversity. I also learned how to be open and how to share with others as well as to correct misconceptions or biases related to our cultures. All the experiences that I had been lucky enough to live and be part of were amazing learning opportunities, which is why I have included the cultural component as part of my classes and focused on how to benefit from the global opportunity in my classes through the development of the Heritage Project.

The objective of the project is to include the English language learners' (ELLs) culture as a valuable educational resource for the classroom and to provide for the school an opportunity to celebrate diversity. According to the American Immigration Council (2015), nearly 1 in 12 North Carolina residents is an immigrant while 1 in 15 is a native-born U.S. citizen with at least one immigrant parent. In North Carolina, in 1990, the percentage of people born in another country was 1.7 percent. By 2000, this number increased, elevating the percentage to 5.3 percent. By 2016, the percentage of people born in other countries reached 7.8 percent. If we use this culture-rich environment for our students' educational experience, we will create a more meaningful situation where our students can share and celebrate their diversity.

The growing number of immigrants in North Carolina is a reflection of the country's current situation, and through the Heritage Project, we can develop global and cultural awareness, which are important 21st skills for our students. Another good reason for considering the Heritage Project as an educational opportunity is the lack of projects that value the cultural diversity we have in our classrooms. In some schools, students might have one day of cultural celebration that would focus on celebrations, such as Cinco de Mayo or Día de Los Muertos, where we all feel diverse because we wear sombreros.

The celebration of those instances is not meaningful and falls in the cliché of cultural diversity, far away from reality and real cultural awareness.

The goal of the Heritage Project is to take advantage of the rich diversity North Carolina has and to use this diversity as an educational resource to be included gradually across the school. Since I am currently working with fifth-graders, the project will start with them and, hopefully, will keep growing to become a project that every grade-level can implement with different levels of complexity, according to the students' capabilities. The reason I chose to implement the project as a grade-level project instead of just working with the ELL students is that I want to highlight the concept of cultural diversity even with the non-immigrant children or children of non-immigrant parents.

The Heritage Project takes the concept of cultural diversity a step further by including all of the students, not just our ELL students, into the beautiful journey of recognizing their ancestors and heritage. Phrases like "my dad is from Chicago," "my grandparents are from Texas" are accurate, but not accurate enough for the Heritage Project. By discovering the fact that all of our families were immigrants at some point in our family's story, we are also generating a common place where we can all share something. If we implement the Heritage Project with only the ELL students, we are highlighting their heritage but also highlighting the differences from the other students that would make the project itself a reason for segregation, which is the opposite of the project's purpose.

Another reason to implement the Heritage Project is to make our ELL students and their families feel a sense of belonging and a true part of the school community, and that they are important to the community. From the very beginning, our students experience a great number of changes in their environment, their friends, their food, their traditions, and in many cases, their nuclear families. It sounds like a scary and traumatizing experience, and every day more families struggle with these challenges.

While interpreting for Latin American families during their conferences, I noticed a common pattern: Many refer to the process of moving to the United States as something traumatic. When asking about the reason, all the factors they mentioned were related to a cultural barrier and the lack of belonging they felt within the school community. The Heritage Project invites the families to participate during the creation of the research product and on the day of the presentation, where they will see the

display of the research as part of an important moment where the entire school is invited, and where we all celebrate our heritage and cultural diversity.

The Heritage Project is a valuable educational activity for ELLs because we are giving them the chance to talk about something they know and something meaningful for them. When we give our students a topic that is familiar to them, the chance of success is greater. The students' comprehension of the topic is better, and the capability they have to recall information improves, and the background knowledge they already have about the topic are important reasons to have into consideration (Gay, 2000). As widely discussed in Krashen (1982), all those aids will make our students feel safe, lowering their level of anxiety by providing them a meaningful and productive language acquisition experience and cover a variety of subjects, including social studies, science, reading, writing, computers, and arts in addition to the ESL class for our ELLs.

Through this project, I would like to highlight the importance of explicitly including culture as the main topic, not just in our ESL classrooms, but in every classroom. By doing this, we can provide benefits for an entire community through activities that celebrate everyone's particular identity, taking away the division of subgroups and putting in place the concept of unity and fraternity through something we all share: our cultural diversity.

## Chapter 2: Literature Review

This chapter provides an in-depth look at the reality lived in the American classrooms in terms of numbers and statistics regarding immigration and ELLs. Following the data presented, it will be discussed how the inclusion of the students' cultures into the classroom can positively affect their language acquisition process as well as contribute to generate strong and immerse communities inside of their schools by including families in the process.

In order to present the data and literature concerning experiences of cultural inclusion in the classroom, and the impact of culturally responsive teaching experience, different perspectives of the concept of cultural diversity, and its scope will be given. For this purpose, several articles and research-related papers will be reviewed, some of the essential lineaments are associated to how to create an approach to the culture inclusion without making the cultural differences an obstacle or a sign of negative correlation. Another important feature will be the role of communities and integration into the English learning process for the learners and their families as well as the impact that publishing students' work can create in their learning experience.

To conclude, a revision of how the Heritage Project may contribute to the inclusion of culture into the classroom will be presented in addition to how the theories that support the implementation of this activity as an aid for the English language learners.

### A look into the American classrooms

Rong and Preissle (2009) revealed that between the years 2000 and 2005, the rates of immigration were almost the same as the rate of immigrants 1910 and 1919. In addition to this, forty-seven million U.S. residents speak a language other than English at home. Therefore, the concept of culture as a fundamental part of the educational process has become vital in the understanding of the modern classroom configuration. Historically, the concept of culture shared in the classrooms of the United States has been related to the concept of a mainstream and dominant culture more than culture as

a diverse and dynamic concept. Osborn (2007) explained the existence of a large number of teachers who perceive the mainstream culture and monolingualism as the norm, ignoring the linguistic diversity in their classrooms.

In the words of de Oliveira (2011), the American classrooms still maintain the culture of the monolingual, predominantly white teacher population. An educational system that deliberately ignores the culturally diverse nature of the classrooms and, as it is described by Nichols et al., (2000) “a system that bases its expectations, delivery, and curricular content on the norms of the mainstream population, is insufficient” (p. 2).

According to Mbugua, Wadas, Casey, and Finnerty (2004), the changes in the demographics as the increasing number of immigrants are bringing a new complexity to the cultural diversity within regions and local communities. The U.S. Department of Education in 2015 shared that there was a 45 percent of students enrolled in public elementary and secondary schools who identify their ethnicity as other than white and is foreseen to reach 54 percent by 2023. According to the National Assessment of Educational Progress, by the year 2020, one of two children of school-age in the United States will have a diverse background, thus changing the conception of majority society (Pallas, Natriello, & McDill, 1989). According to de Oliveira (2011), more than 10 percent of the K-12 students’ population across the United States is comprised of ELLs, which accounts for over five million students in schools. Moreover, there are more than 180 different languages spoken by students of school-age (Shore, 2001), and these learners will represent the 25 percent of the total student population across the country in 2026 (Garcia, 2000).

**Culturally and linguistically diverse students: The educational challenge**

The numbers represent a reality that schools have been experiencing at high rate of speed, and this reality involves, not just the ESL teachers in charge of providing the necessary support to promote the language acquisition process that our newcomers need to achieve, but also the general education teachers who did not experienced a high number of multicultural and linguistically diverse student

population in their classrooms (de Oliveira, 2011). A high number of non-English speaking students, 75 percent as described by McKeon (1994), are part of classrooms led by teachers who had no previous specialized training in second language acquisition; moreover, for many educators, those students have a cultural background that is unfamiliar to them (Harry & Klinger, 2006), making the transition process even more difficult.

Teachers do not always acknowledge that the way they see their culturally and linguistically diverse students, or the cultural lens they use as described by Giroux (1992), are strongly linked with the difference between the students' and the teacher's backgrounds. Once the teachers gain knowledge about their students' backgrounds, they are more likely to integrate them into their teaching practices (Rodriguez, Evangelina, Valerie & Park, 2004).

To assume that a teacher should be culturally aware of the differences of his many students, and to pretend that he will be able to use those differences as an opportunity for creating a safe environment for all of them is a major misconception. Recent research has shown that novice teachers need to be mentored and supported to be able to understand their particular school contexts (Wang, Odell, & Schwille, 2008). This kind of pre-service needs to be focused on the academic and language background of the students, to promote the use of the academic language they will need to be successful in the school environment (Russell, 2015), but also of the socio-political context and culture that represents those learners (de Oliveira & Athanases, 2007) to provide meaningful input for them; when doing this combination students' academic achievement is strengthened (Gandara, 2001).

The desired preparation for teachers should include "knowledge, skills, and experience that contribute to intercultural competence and the development of a teaching practice that is responsive to students of other linguistic and cultural backgrounds" (Smolcic & Arends, 2017, p. 2).

According to Ortiz (2006), there is a high rate of school failure in culturally diverse students, and also the dropout rate is significantly higher than the students who belong to the dominant culture (De Capua & Marshall, 2015). These factors have made the educational policies to change procedures to ensure all students succeed, for example, by adopting the Common Core Learning Standards and World-Class Instructional Design and Assessment (WIDA), as described by De Capua and Marshall (2015) the schools are experiencing the pressure to ensure that all students succeed and ultimately that pressure is

taken by the regular teachers and ESL teachers. This last point is what highlights the importance of helping many instructors to succeed, keeping in mind as described by Güliz (2016) that being culturally competent is not a skill that comes naturally for every teacher, and as it was described, a formal opportunity as a training can ensure a better understanding and awareness in our educators.

Nichols et al. (2000) illustrated illustrated that students from culturally and linguistically diverse backgrounds experience a mismatch between home and school expectations, thus, to provide a fair field for all of the students, and the educational system must be transformed to cover the needs of all of the students, giving them all the chance to succeed (Nichols et al., 2000). There is a barrier for educators when called to promote something that they are not aware of. A contemplative process through the teacher's cultural background can address this issue. According to Castro (2010), help with this reflective process is needed, followed by a critical analysis of the teacher biases and ideas about how the differences between those views and perspectives of the different backgrounds may generate inequities. Furthermore, as a key to success in the creation of a cultural and linguistic aware classroom is the capacity to recognize how those described backgrounds shape the students' learning process, and how the use of those backgrounds can benefit them by the powerful tool that represents a meaningful learning experience not just for the mainstream students, but for all.

Even with the awareness of the wide variety of cultures coexisting inside of the schools, there is an attitude described by Gay (2000) as cultural blindness, where the educational system acknowledges the existence of a culturally diverse environment in the classroom but poses that the educational process has nothing to do with cultures and heritages. It describes the educational process as an instrument for acquiring, especially the underachieving students, academic skills to perform in high standards.

**Challenges acknowledged, how to address them.**

The cultural blindness (Gay, 2000) described does not recognize the benefits of a culture-rich environment for the English language learners and mainstream students. As a response to all the needs our learners have and all the vulnerability presented by the data in terms of testing failing and school

dropout is that a better way to involve and include this rich environment is needed, the culturally responsive teaching proposed by Gay (2000) gave as a framework and guidelines to fulfill the needs of students and teachers, and through this process, the entire school community.

Decapua (2015) expressed that students should be seen as culturally different rather than culturally deficient. The vision of this multicultural growth in the U.S. classrooms needs to be seen as an opportunity, as stated by two authors: “Differences make diversity a way of life rather than a problem to be solved or fixed by casting the other as deficient” (Dray & Wisneski, 2011). Furthermore, Güiliz (2016) revealed that culture could be a useful tool to enhance the motivation of learners as it is seen as a critical factor in the learning process (Cazden & Mehan, 1989).

According to Gay (2000), “culture, like any other social or biological organism, is multidimensional and continually changing” (p.10). Gay (2000) posed that this dynamic nature is essential for all the participants. Furthermore, she defined her first premise describing culture as “the heart of all we do in the name of education” (Gay, 2000, p. 8). Moreover, Curtin (2005) described that the educational experience would be benefited from the understanding of the background and culture of the students we serve and the inclusion of it in the educational process.

Chen (2017) deepened the view of the benefits that developing a culturally responsive classroom can bring to the students “(the goal) is to provide a way to create an inclusive, safe, and interactive learning setting to engage ESL students in meaningful communication exchanges by recognizing and weaving students cultures’ into classroom learning and teaching”(p. 2). Three authors synthesized the main concerns or challenges regarding the ELLs as the following: Inadequate educator capacity, Inadequate use of research-based instructional practices, and lack of a strong and coherent ELL literacy research agenda (Echevarria, Vogt, & Short, 2004).

**Culturally Responsive Teaching: An answer to consider**

Culture as the core of the instruction should not be a matter of good intentions, but something embedded into the classroom, into the planning, and into the school's activities, and this new perspective can create a bridge between the school and the world of each one of the students. It creates consistency between the learners' values and the academic expectations at school (Nichols et al., (2000)). The reform needed and described by the authors is not just beneficial for the language learners, but it will enrich the experiences of everyone.

Culturally Responsive Teaching, as defined by Gay (2010), relates to "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (p. 31). The author also has described CRT as "a means for unleashing the higher learning potentials of ethnically diverse students by simultaneously cultivating their academic and psychosocial abilities" (Gay, 2010, p. 31). De Capua and Marshall (2015) summarized the five basics of CRT. The first element is cultural described as the process of acknowledging no visible differences and purposely encourage students to research and cultivate knowledge about different cultures.

The second component is the creation and implementation of a culturally relevant curriculum, as posed in the opening of this work, celebrating "Dia de los muertos," is not enough. De Capua and Marshall (2015) stated that "a truly culturally relevant curriculum infuses cultural elements inclusively and incorporates content that has meaning for students."(p.4).

A third component is the implementation of a supportive learning community in terms of providing a safe learning environment for the learners as well as high expectations in the academic field. De Capua and Marshall (2015) described that this supportive environment includes any difference that can be part of a misunderstanding in regard to classroom behavior, or as posed by Nichols et al., (2000), the common mismatch between home and school. A fourth element is connected to the need for cultural congruity, where teachers are called to evaluate the learning processes embedded in their classroom, avoiding the

idea that all of the students learn and process the content equally and at the same time. Finally, the fifth component regarding effective instruction is directed to how the teacher presents the content and develops skills in the students providing them with the necessary scaffolding for their specific needs and strengths, giving all the students the chance to succeed (Gay, 2000).

**The importance of family involvement.**

Certainly, the importance of including the learners' culture as Gay (2000) described is beneficial for empowering them and for creating a better learning environment for all the participants in the process. Learning cannot take place in the classroom when students experience a discontinuity or a mismatch between their home and school cultures (Gay, 2000; Nieto, 2002). People from different cultures come to school with different expectations and experiences (Bernhard, Freire, Pacini-Ketchabaw, & Villanueva, 1998; Bowman, 1994). The multicultural diversity is an opportunity for the entire educational system, "the culture of many students, while different from that upon which much of the U.S. educational system is based, is neither inadequate nor deficient" (Nichols et al., 2000, p.1). The culture of the students should be considered as one of the fundamental parts of their learning process, especially when that culture differs from the established mainstream culture.

Based on the literature that links family involvement to student achievement (Garcia & Hasson, 2004), the connection between both cultures, the school, and the home culture may represent a valuable improvement in the learners' development. In regards of the valuable input that the families represented in the learning process of the English language learners, "not only can they (families) aid teachers in developing skills and content area knowledge off-campus, but they can provide insight into a student's background that will allow teachers to develop more individualized instruction for each of their pupils." (Pedrana, Burnett, Mitchell, White & Lara, 2011. p.4).

A mutual effort and willingness to participate is needed to provide a safe, inclusive and effective learning process. Moll, Amanti, Neff, and Gonzalez (1992) highlighted the importance of this partnership as a way to enrich the classroom environment and literacy development, and Chenowith (2014) also

added the importance of keeping the students' own culture and linguistic heritages while being encouraged to gain an understanding of diverse cultures. According to Piazza, Rao, and Protacio (2015), including parents in the students' school activities can significantly raise the students' achievement when "authentic cultural literature and resources are included."(p.4).

Looking back at the main issues that teachers around the country live for lack of preparation, resources or guidance regarding the high number of culturally and linguistically diverse students, is that the partnership idea offers a proven successful experience. The role that families play in the learners' language and literacy development is something that teachers need to acknowledge and use to support their students learning process by "recognizing the value of the relationships and interactions at home (...) learning how to draw on the funds of knowledge that children bring to school" (Grant, Bell, Yoo, Jimenez & Frye, 2017, p. 2).

**Research limitations and further steps**

As a result of the analysis embedded in this document about the importance of including the students' home culture and school culture to create a more meaningful learning experience and a safe and empowering environment for every student to succeed; and in response to the needs described by ESL teacher and homeroom teachers about the lack of preparation and the increasing rate of immigrant students that speak a different from English language at home is that the idea of the Heritage Project offers a starting point.

While researching the topic, a lack of information regarding the importance of including the learners' culture into the classroom and the data to prove this benefit for the students was a limitation. Further investigation may lead to the data needed to prove that the exposure of the students to the second language as part of something they know and treasure, their own culture, increases their results and their language acquisition process in comparison to the simple acquisition of the dominant culture as the only valid culture.

## Chapter 3: Project Design

The continuously growing population of English language learners of school-age has represented a complication for the educational system that wants to achieve high academic standards for all the students. The high numbers of English learners also have represented an issue for educators with a lack of training and proper professional development opportunities that receive highly cultural and linguistic diverse classrooms. The multiple changes that the newcomer's experience creates a tremendous mismatch for the English language learners between their home culture and the school culture that creates confusion and lowers academic achievement, and a feeling of disconnection and isolation from the school activities for the families of those English language learners.

This chapter explores the rationale behind the creation of a meaningful project that combines both ESL students and mainstream students' heritages to create a culturally responsive environment for learning in a more empowered and meaningful way. The primary focus of the project is to create a culturally responsive activity that expands a sense of community by using contextualized, meaningful, and authentic materials as well as helping teachers to include and convey the school's culture as a partnership with families to achieve success.

The original idea was to create a special day where the heritage of the newcomers was shared with the community, giving the learners topics about their traditions that they could talk about and feel they own. The cultural experiences that are focused on sharing just one or two aspects of the students' cultures were in the past the first attempt to include and acknowledge the culturally and language diverse students. The cultural experiences used to be based on the ideas of the dominant culture about diversity, leaving the newcomers as spectators, not as protagonist of their culture. Moreover, just showcasing the English language learners' culture would create a sense of isolation, division, or separation, accentuating the differences instead of building a school-wide culture of diversity where all the participants can explore different aspects of their heritages, even teachers and school community participants.

The goal of the Heritage Project is to give our learners the chance of feeling proud of who they are, confident about their heritages, and willing to share and learn from diverse cultures. With the goal of making a greater impact on the learners' communities, I decided to create a project immersed in their

classroom. Moreover, creating a bigger impact inside of their small communities, the Heritage Project includes every student in the fifth-grade classrooms. The Heritage Project also includes all the special area teachers, and the students' families to fight the mismatch between the school's culture and the learners' culture.

The path for creating a culturally responsive classroom needs to include all of the participants' cultures and visions; it should not be reduced to an isolated activity that has a low impact on the learner's routines and procedures at school. The Heritage Project offers a starting point to begin creating the needed bridge between the school culture and the students' culture working from the classroom to the school, and finally to the whole community.

**The Heritage Project**

The Heritage Project is a research project about the students' cultures; the activity is integrated into all of the subjects and requires the participation of all of the students, not just the English language learners. It has a specific timeline and structured process for the creation of the final project that is a presentation during a school night where families and the school community get together to celebrate the students' achievements. Although the final celebration is based on the old ideas of a cultural night, it encompasses a long process of hard work and growth. The Heritage Project presentation is not a purpose itself but the culmination of a long learning process. This particular project is designed to be held in fifth-grade as a tradition for the end of the elementary school. The project requires the participation of the students' families to facilitate important information about their heritage, and the educators need to communicate with the families about the proven benefits of including the home culture into the classrooms. Teachers and collaborators also need to provide help by giving the families and caregivers clear guidelines about how to help the learners on this activity completion and the expectations.

The different components of the Heritage Project are related to specific subjects and require alignment with all the subject area teachers to ensure a successful experience. Activities that involve interviews, traditional games, looking for geographic locations, creating their family shield, finding

traditional music or instruments, among others, are parts of the Heritage Project. Every activity has to follow a timeline, and every component of the project is evaluated/graded by the teachers responsible for the activities linked to their subject area.

Students will work on the assignments during classes as an integrated part of the curriculum and at home to share and inform parents/families/caregivers about their progress. Since it is a long-term activity, there is no need to greatly modify teaching points, and county evaluations because the learning process that the Heritage Project offers is aligned with the Common Core curriculum and expectations for every student in fifth grade in the United States. The Heritage Project is an activity that requires preparation and coordination with all the school community, and since the project has been held for a several years, I can highlight the benefits that it has brought to the whole community.

## Chapter 4: The Project

After researching the current situation of English language learners in the U.S. classrooms, and the needs presented by administrators, teachers, and families, I decided to implement “The Heritage Project” as an activity that will help to create a more culturally responsive environment, not just inside of the classroom, but as a school. The present project encloses a meaningful activity that is set up for fifth-grade students to discover their heritage while learning why the United States is called the “melting pot” of the world as well as becoming more global citizens and being proud of who they are. For the thesis purposes, the analysis and further conclusions will be related just to the English language learners, not to the entire fifth-grade population, even when all of them are part of the project.

The goal of this project is for each student to research and reflect on their backgrounds while creating a heritage notebook and display board to share with the school community. It will require the participation of the special area teachers and close communication with parents in every part of the process. The following section is divided into multiple parts to clarify each step and its possible challenge, and all the materials, rubrics, etc. that will be needed to accomplish the final product.

### Considerations before starting the project

There are a couple of things to keep in mind for the implementation of this project that will be outlined in this section. The screenshots provided in these sections are to use as a reference. The originals are part of the Appendix section of this document. Dates, points in the rubrics, and activities can be modified to fulfill the school/students/teachers/parents’ needs.

### Description, rationale and material presentation for the special area teachers

For the success of the project, a clear idea of what the expectations are for each activity is important. Clear and detailed descriptions for all of the participants ahead of time needs to be given and

also to plan some question sessions to clarify their concerns. Table 4.1 gives an example of a chart that can be given to the special area teachers. I suggest that you provide the copies needed for the rubrics they will need to grade the students' work.

In case that the school has more special teachers than STEM teachers, activities can be shared and modified. For example, the STEM teacher can help the music teacher with recreating and recycling materials for the traditional instruments from the students' heritage.

**Citation Page: Students' paper**

This paper needs to be handed to students at the beginning of the project for them to keep track of the information they are using and their corresponding resources. Students need to be encouraged to always refer to the citing paper when adding new information to their Heritage Project (See Appendix A).

**Citation Rubric**

This document needs to be given to the special area teacher to share the expectations with the students. As a recommendation, the first class this activity is introduced to model one citation entry with the students (See Appendix B).

**Traditional Games: Students' copy**

This document can be used digitally through Google classroom or on paper during the P.E. class. Provide access to translator tools from their computer or dictionaries; also, an opportunity to facilitate this activity may be assigning partners as extra support. Support the learners by providing the structure given (See Appendix C).

**Traditional Games model**

A presentation is provided to use it as a model for the learners; an explanation of the rubric during the presentation is a good way to explain to students what are the expectations. It is necessary to give the language learners a lot of visuals and materials they can use as support for creating their products. (See Appendix D).

**Traditional Games Rubric**

The expectations for this activity need to be provided by the teacher, so students will know what the product needs to have. Students also need to be encouraged to keep the original name of the game and not translate it, promote the participation of the entire class to learn those new words, and be respectful. (See Appendix E).

| Teacher | Activity | Description | Due Date |
|---|---|---|---|
| Media specialist | Citation Page | Students will create a page of all of their sources, including the person they interviewed, using OSLIS (MLA Elementary Citation Marker). https://elementary.oslis.org/cite-sources/mla-elementary-citation | February 24th |
| P.E. Teacher | Traditional games | Students will research traditional games kids play in their heritage countries; they will learn the rules and materials needed and will present them to the class. They will share and learn the different games presented. | February 10th (research paper due to this date, they can work on this during several weeks, including the games as a part of the class). |
| Art Teacher | Heritage Shield | Students will create a heritage shield (like a coat of arms) by using symbols that represent their family, flags, or flag colors from ancestral countries, and their family stories. Use information gathered thus far in the project to make. | February 11th |
| Music Teacher | Traditional music and instruments. | Students will research traditional music from their heritage; they will explore different instruments and share them with the class. | February 12th |

Table 4.1: Planning Chart for the Heritage Project

**Heritage Shield: Teacher's model for the class**

This presentation should be used to explain to the students what the expectations are and parts of the activity. (See Appendix F).

**Heritage Shield: Rubric**

This document needs to be given to the special area teacher to share the expectations with the students. (See Appendix G).

**Traditional music and instruments: Students' paper**

This document can be used digitally through Google classroom or on paper during the music class. Provide access to translator tools from their computer or dictionaries; also an opportunity to facilitate this activity may be assigning partners as extra support. (See Appendix H).

**Traditional music and instruments: Rubric**

This document needs to be given to the special area teacher to share the expectations with the students. Let them know that participation is a component of this evaluation since they will have to share with the class their findings and thoughts about the musical piece they analyzed. (See Appendix I).

**Description, rationale and material presentation for parents/caregivers**

As parents/family/caregivers are an essential part of the project, clear and constant communication from the very beginning of the process is the key. I would also suggest that The Heritage Project expectation is shared during parent conferences and curriculum night at the beginning of the year. Communicating with parents promptly will give them time to process the information and to look for the right resources they will need to accomplish the goal.

Contact the ESL services from the county and ask them to translate the papers you will send home with the project guidelines in every language needed. Parents need to feel included and not left behind by providing the information they cannot read. Requesting for the translations may take some time, so provide all the papers at the beginning of the school year. (See Appendix J).

The second one is a document with the dates, a short description of the activity, possible points, and the points that the student obtained for that specific activity. Keep a copy of this for each student for your records. I recommend using a digital document for the teacher's version to make the communication with the special area teachers easier and have a clear idea of the students' progress with the project. (See Appendix K).

**Description, rationale, and material presentation for the homeroom teacher and the ESL teacher.**

A consideration for the best practices and the use of time of all the participants in charge of the project as teachers, special area teachers, and ESL teachers is to facilitate the information. In order to make clear the expectations and timeframe to achieve them, is that a detailed description is provided for each one of the activities. The idea of this part is to provide everything that the homeroom teacher will need for the creation, planning, and evaluation of the Heritage Project to facilitate this collaboration, but also to give the teachers support in the creation of more culturally responsive environments.

### The interview

For this activity, students will need to contact a family member from one side of the family that has a closer relation to the heritage they are researching. Interviews with the older family members are always a very meaningful experience for both parts.

It is important to emphasize that the United States is a country of immigrants, so at least that our students have an American Indian ancestor, identifying their heritage as a Texan or New Yorker is not enough. Encouragement is needed to dig deeper and try to find a good starting point for the project.

### The Interview: Students paper

Share the document with your students and explain the expectations for its completion. (See Appendix L).

### The Interview: Sample questions

The creation of the interview questions is an exciting activity to do as a whole group. Explain what the purpose of the interview is (they are collecting information about their heritage, and also for the creation of the biography for the next activity) and encourage them to share ideas. Brainstorming on the board or a chart paper can be good option for this part of the activity. In consideration of the different levels of our learners, here is a list of sample questions that can be used to complete this activity, add them to the chart or present them, and ask the students what they think about them. The process of the interview must be collaborative; motivate the students to add some more questions if while interviewing their relatives find something interesting, they want to know more about. (See Appendix M).

### The interview: Grading

Because of the diversity of students and levels of English proficiency, this activity will be evaluated by a minimum number of 10 questions with a total of 10 points. It is desirable if the level of the students is low to spend some time on small groups reviewing the structure of a question since they will be asked to write complete sentences to earn full credit. It is important that the questions are reviewed before conducting the interview and that the learners understand every question they are asking because there is a chance that their interviewee does not speak English, and the students will be the ones in charge of translating the questions for them.

Provide all the materials needed to facilitate this process with technology, using online translators or with the dictionary (be sure they know how to utilize it), not all of our students have internet or computer access at home, so accommodations to the different students' backgrounds and realities are a priority.

**Biography**

For creating this biography, the interviews and their responses need to be done and handed to the teacher for revision and further comments. The students need to be familiar with the concept of biographies, so expose them to some samples, for extra enrichment, try to look for some famous people from the heritage countries of the students, this will elevate their interest and will make the teaching experience more meaningful. Once you notice that they can produce the biography, encourage them to choose the most relevant information they got out of the interviews. Scholastic online provides a graphic organizer that can help the learners creating their first draft. https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-featured-files/feb05_unit_biographychart.pdf

**Biography: Rubric**

Share the rubric for this activity with the students before starting their draft, and also after checking the first draft, give them the correct feedback and opportunity to improve their first version of the biography. (See Appendix N).

**Recipe**

Students will choose an appetizer/snack, main dish, or dessert category. They will then choose a recipe and write down the recipe, including ingredients and instructions. The recipe must be reflective of their heritage and should be able to be followed so that it could be made. It cannot come directly from the internet. It must be typed on a separate document and is preferred to come from a family member if

possible. An alternative option is to bring a dish prepared for the Heritage Project night, depending on the school and students' context.

### Recipe: Students' paper

Encourage the students to complete a Venn diagram to compare dishes with a partner and see how they are different and how they are alike. An extra step for this activity is to do a jigsaw and compare their Venn diagrams with other partners. (See Appendix O).

### Home Country Information

Students will write down five to seven facts they discovered about each of the countries they are from (i.e., special holidays celebrated, languages spoken, foods, traditions, and traditional dress). What makes each country unique? The facts (along with other information learned) will be written in a one-page paper. This activity can be held during Social Studies. A great extension of this activity is to display a big world map outside of the classroom, mark with push-pins the countries of the students' heritage.

### Home Country Information: Students' Paper

This document can be used digitally through Google Classroom or on paper to guide students through their research. (See Appendix P).

## Display Board

The display board is an important part of the presentation of the project, this will be the visual of the Heritage Project, and it will be shown at the Heritage Project night to all the school community attending. The suggested measurements are the ones of a trifold board (size: 40” X 28”). The purpose of the board is to illustrate what the students have learned about their heritage throughout the project, including (but not limited to) photographs, drawings, bills, etc.

For the Heritage night, Place the boards and the students’ binders together so that the visitors can explore the students’ research project.

## Chapter 5: Conclusion

As a culturally and linguistically diverse educator, the idea of providing options and new ideas to help others to create classrooms that are more responsive to diversity has always been a passion. The growing numbers of immigrants in school-age we have year after year in our classrooms are a reflection of the country's current situation. Educators and school communities are looking for the best practices, but the lack of time and guidance leads to a mismatch between the school culture and the learners' culture at home.

The Heritage Project is an invitation to create a more culturally responsive classroom and to extend it to the whole community; it is an opportunity to include the rich diversity that the schools have to create meaningful and inclusive activities, not just for the English language learners, but for all of the students. The Heritage Project is an educational resource to be included gradually across the school. It is designed to mark an important milestone for fifth-grade as the end of the elementary school, but multiple grade-levels can benefit from different activities to provide more culturally responsive classrooms. The importance of the Heritage Project, among other activities, is that entails the participation of all the area teachers, ESL teachers, families, English learners, and regular students, generating a sense of community and support.

The Heritage Project is designed to be an activity that can be embedded in the fifth-grade classes without greatly disturbing the contents or testing. The variety of tasks that the Heritage Project has are aligned with the requirements and expectations for every fifth-grade student; this allows the Heritage Project to be implemented widely across the country and not be limited to one state or school district. Also, the time frame for the completion of the Heritage Project can vary to fulfill the learners' and teachers' needs, as well as the activities and presentations rubrics.

The Heritage Project has been a highly rewarding activity for the entire community, and with a few versions of it already held, every year is a new opportunity to improve and include new pieces to enrich the experience for all the participants. What began as a cultural night celebration, has evolved to a fully immersive activity that the entire community expects every year. The first versions of the Heritage Project had some challenges related to the participation of parents, the expectations, and the willingness

of the special area teacher to collaborate with the tasks. All of the challenges were promptly solved by reinforcing the communication with all of the participants.

The process of writing the thesis about the Heritage Project was both arduous and gratifying. Arduous because the product was already created, and even when, as an educator I could vividly see the benefits of the Heritage Project for the English language learners, looking for the specific theories and research to connect to the project was challenging. The lack of explicit research regarding the benefits of including the English language learners' culture had encouraged me to research the topic and evaluate the benefits of this inclusion through the Heritage Project. The thesis creation was also a very gratifying task because it represents the process of a language learner in the achievement of an academic goal, a demonstration that we never finish learning.

I hope that the Heritage Project could help as many learners as is possible and orientate new teachers and teachers with no experience in the multilingual and multicultural field. I would like to see the school community participating as a whole, sharing and proudly celebrating their heritage. I would like to see how the families begin to create a strong relationship with educators and the school itself by sharing important parts of their lives and learning from other participants about different cultures. Moreover, I would love to see English language learners feel that they do belong to their new environments and that they are an essential part of the communities.

**Appendix A: Citation Page: Students' copy**

You will be required to include a CITATION PAGE for your Heritage Project. A citation page "cites" where you got information from. Use the form below to keep track of your sources of information. We will use a website at the end to enter this information, but you need to keep track of your sources as you go.

| Date used | Source (website name, book title, person's name, etc.) |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

**Examples of what parts you'd need to cite:**

*person you interviewed

*who told you the oral history

*who told you the traditions

*cite the website or book you used for the flag information

*recipe- who gave it to you? what website did you copy/paste pictures?

*home country information facts- website? Nonfiction book?

**Appendix B: Citation Page: Rubric**

| Indicator | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Sources citation | The student provided a proper citation for all of the sources used in the Heritage Project | The student provided a proper citation for most of the sources used in the Heritage Project or fails to identify some of the sources under the right criteria. | The student provided citations for less than half of the sources used or Failed to identify more than half of the sources used. | The student didn't provide a citation page or failed to identify the sources used |
| Time Use | Class time was used wisely. Much time and effort went into planning, design, and construction. | Class time was used wisely. Time and effort went into planning, design, and construction. | Class time was not always used wisely. | Class time was not used wisely. |
| Internet Use | Successfully uses suggested internet link for citations and navigates within the site easily without assistance. | Usually able to use suggested internet link to find information and navigates within the site easily without assistance. | Occasionally able to use suggested internet link to find information and navigates within the sites easily without assistance. | Needs assistance or supervision to use suggested internet link and/or to navigate within the sites. |

(n.d.). Retrieved from http://rubistar.4teachers.org/index.php?screen=NewRubric.

**Appendix C: Traditional games, students copy**

Read the instructions for creating this exciting part of your project!

1. You will start researching on traditional games related to your heritage. You will use the following link to look for the information https://www.alarms.org/kidrex/

2. Try using keywords like “Russian traditional games.” Explore three different games, and take notes on your notebook of the games you find like the following example:

Name of the game:
Number of players:
Things you need for playing it:
How do you play it?
Is there a winner? How do you win?
Is it similar to any other game you knew?
Have you ever played it?

3. Choose one of those three games and start a google presentation that includes the questions you answered before, include pictures and diagrams to explain to your classmates how this game is played.

4. Present your hard work to your classmates.

5. With the help of your teacher, organize the game so the whole class can play.

6. Have a lot of fun with your classmates!

**Appendix D: Traditional Games model**

# El emboque

**Traditional Chilean game**

Creando un Emboque para desarrollar la motricidad: Jardín Vitamina. (2019, June 22). Retrieved from https://www.aprenderjuntos.cl/creando-un-emboque-para-desarrollar-la-motricidad

## Number of players

There is no minimum or maximum number of players, you can play by yourself or start a competition between as many players as you want.

Creando un Emboque para desarrollar la motricidad: Jardín Vitamina. (2019, June 22). Retrieved from https://www.aprenderjuntos.cl/creando-un-emboque-para-desarrollar-la-motricidad

## Things you need for playing it:

- An emboque

The emboque is a two-pieces of wood joint together with a yarn.

You can create one emboque with recycling materials like the picture bellow.

Creando un Emboque para desarrollar la motricidad: Jardín Vitamina. (2019, June 22). Retrieved from https://www.aprenderjuntos.cl/creando-un-emboque-para-desarrollar-la-motricidad

## How do you play it?

The emboque has three parts, a stick, a bell-like piece and a yarn. The bell-like part has a hole underneath where the stick fits.

You need to hold the stick, let the bell-like part of the emboque hanging down and without letting the sti need to make the bell-like part "fly" and make tl fit.

Recursos Educativos. (n.d.). Retrieved from https://www.curriculumnacional.cl/614/w3-article-27434.html.

## Is there a winner? How do you win?

You win when you can make the bell-like part fit with the stick
You can compete against a partner to see who can make it fit more times or you can beat your own score.

## Is it similar to any other game you knew?

I don't think there is a game just like this one but I saw a game that is called Hook and Ring toss that requires a lot of concentration to make the metal ring fit in the hook.

Instructables. (2017, October 14). Hook & Ring Toss Game Instructions. Retrieved from https://www.instructables.com/id/Hook-Ring-Toss-Game-Instructions/.

## Have you ever played it?

I saw my dad once play it, and he taught me how to play it.

Fiestas Patrias: Juegos típicos chilenos para niños [FOTOS]. (n.d.). Retrieved from http://m.elmagallanews.cl/noticia/cultura/fiestas-patrias-juegos-tipicos-chilenos-para-ninos-fotos.

**Appendix E: Traditional Games Rubric**

| Description | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| Diagrams and Illustrations | Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic. | Diagrams and illustrations are accurate and add to the reader's understanding of the topic. | Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic. | Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic. |
| Oral presentation | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | It does not seem to understand the topic very well. |
| Explaining to others | Student is able to accurately answer almost all questions posed by classmates about the topic. | Student is able to accurately answer most questions posed by classmates about the topic. | Student is able to accurately answer a few questions posed by classmates about the topic. | Student is unable to accurately answer questions posed by classmates about the topic. |

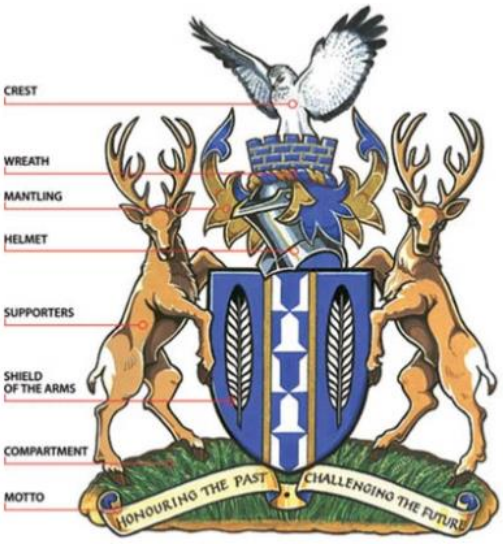
(n.d.). Retrieved from http://rubistar.4teachers.org/index.php?screen=NewRubric.

**Appendix F: Heritage Shield, teacher's model for the class.**

# Heritage Shield

## What is it?

A family shield looks like this.




Family Crest, Family Coat of Arms Coat of Arms Crests. (n.d.). Retrieved from https://www.heraldryandcrests.com/pages/family-crest.

They have been in use since medieval times for identifying families

The Putman Family Bulletin. (n.d.). Retrieved from https://putmanfamily.org/Crest/Crest.htm.

They were also worn by knights on their armor.

Medieval knight shield family crest, metal Coat of Arms shield, knights shield. (n.d.). Retrieved from https://www.ebay.ie/itm/Medieval-knight-shield-family-crest-metal-Coat-of-Arms-shield-knights-shield-/253315112192.

And on official paperwork on wax seals of documents.

Family Crest Wax Seal Stamp from your art- customized with your Name and Shield: Wax seal stamp, Wax seals, Family crest. (n.d.). Retrieved from https://www.pinterest.com/pin/531987774711926413/.

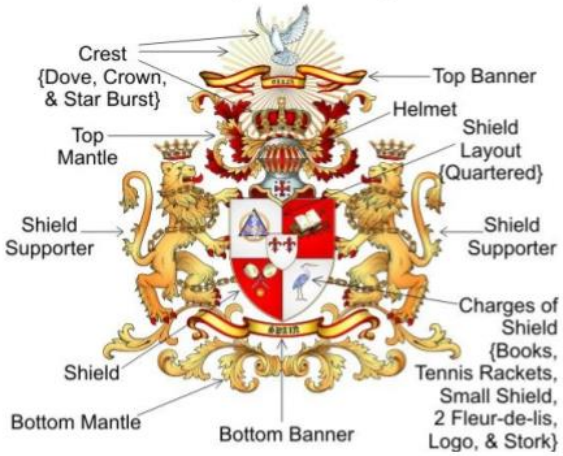
Your family crest may even have flown on a flag above a castle or a ship!

Best of Edinburgh. (n.d.). Retrieved from http://www.bestofedinburgh.com/Page.asp?Title=Edinburgh+Castle&Section=25&Page=1.

# What do you have to do?

You will use what you have learned through researching your family history to design a heritage shield, like a family crest.

You can use colors or symbols you found that are important and that represent your heritage.




Parts of a Coat of Arms / Important Symbols to Include: Coat of arms, Family crest symbols, Family crest. (n.d.). Retrieved from https://www.pinterest.es/pin/469007748683766618/.

Create a first draft, remember to use what you already know about your family heritage!

**Appendix G: Heritage Shield, rubric**

| **Category** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|
| Planning and explanation | Student can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented. | Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused on some planning. | Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but lets things evolve in somewhat random manner. | Student has thought very little about the project. It is present but is not invested in the product. |
| Time/Effort | Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school. | Class time was used wisely. Student could have put in more time and effort at home. | Class time was not always used wisely, but student did do some additional work at home. | Class time was not used wisely and the student put in no additional effort. |
| Creativity | Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through. | Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting. | Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment. | Student has not made much attempt to meet the requirements of the assignment. |

(n.d.). Retrieved from http://rubistar.4teachers.org/index.php?screen=NewRubric.

**Appendix H: Traditional music and instruments, students' copy**

Music is one of the most important parts of a culture. Today, you will investigate traditional music and instruments from your heritage country.
Follow the directions:

1. You will use the following link to look for the information https://www.alarms.org/kidrex/
2. Use keywords like "traditional music+Mexico" to begin your search.
3. Look for a musical piece sample and listen to it, then answer the following questions:

- What instruments can you identify?

- Is there someone singing? Can you identify the lyrics?

- What do you feel about this music? Is it joyful? Is it sad?

**Appendix I: Traditional music and instruments rubric**

**Students' name:**

| CATEGORY | 4 – Above Standard | 3 – Meets Standard | 2 – Approaching Standard | 1 – Below Standard |
|---|---|---|---|---|
| Analyses how music fits time/culture | Accurately describes several dominant elements of music associated with a particular culture and can relate them to other elements in that time or culture | Accurately describes a couple of dominant elements of music associated with particular culture and can relate them to other elements in that time or culture | Accurately describes 1-2 dominant elements of music associated with a particular culture. | Has difficulty describing any dominant elements of music associated with a particular culture. |
| Facts - Instruments | When asked to speak or write about musical instruments or styles associated with a particular culture, the student presents several accurate facts, with no inaccurate or questionable facts. | When asked to speak or write about musical instruments or styles associated with a particular culture, the student presents 1-2 accurate facts, with no inaccurate or questionable facts. | When asked to speak or write about musical instruments or styles associated with a particular culture, but also includes 1 or more inaccurate or questionable fact. | Student cannot talk or write accurately about the instruments or styles associated with a particular culture. |
| Participates | Student listens to instructions and participates willingly and successfully in musical games and dances from another time/culture. | Student listens to instructions and participates willingly in musical games and dances from another time/culture. | Student listens to instructions and participates in musical games and dances from another time/culture. | Does not listen to instructions AND/OR does not participate. |

(n.d.). Retrieved from http://rubistar.4teachers.org/index.php?screen=NewRubric.

**Appendix J: Parents' note 1**

**5th Grade Research Project: The Heritage Project**

The fifth grade is required to complete a research paper as an important end of elementary school tradition. The Heritage Project is set up for students to discover their heritage while learning why the United Stated is called the "melting pot" of the world as well as becoming more global citizens.

The goal of this project is for each student to **research and reflect on their individual backgrounds** while creating a heritage notebook and display board to share with their peers.

The students will bring their notebook and display board to share on February 27th.

We have organized the project with due dates to help students complete the assignments in a timely order and not wait until the last minute.

This project is worth **grades in every single one of the students' subjects** since it is an integrated activity for our grade level.

Points will be deducted for students not having items turned in by the required due dates.

On the final due date, Heritage Day, the students **MUST bring in their notebooks and display boards.**

**About the project:**

• Students will be given opportunities in school to work on this project. However, expect to work on this project at home in order to complete it.

• Please watch weekly updates, websites, and notes home for more information on what is needed for completion of projects and timelines.

**About the notebook:**

• 1⁄2"-1" three ring binder

• Pages should be 8.5" X 11" (may be placed in sheet protectors; optional).

• Each item should be on a separate sheet of paper.

• Neatness, punctuation, and capitalization will be counted.

• See the rubric to see the items required, along with a description and due dates.

**About the display board:**

• This is NOT a repeat of your NOTEBOOK!

• BE CREATIVE!

• Use this as an opportunity to DEMONSTRATE what you have learned about your heritage. throughout the project (but not limited to) photographs, drawings, etc.

• Your notebook will be presented in front of your display board.

Photos by Camila Carvacho

**Appendix K: Parents' note 2, Heritage Project checklist (for parents and teachers)**

**Students' name:**

| Items | Description | Due Date | Possible Points | My points |
|---|---|---|---|---|
| Interview | In class, we will brainstorm questions. At home, students will choose a minimum of ten questions to use in their interview with a family member (preferably extended). Students must write/type out interview in question/answer format and written in complete sentences to earn full credit | | | |
| Biography | From the information gathered in the interview, students will write/type a one-page biography about the interviewed family member. | | | |
| Recipe | Students will choose an appetizer/snack, main dish, or dessert category. They will then choose a recipe and write down the recipe, including ingredients and instructions. (The recipe must be reflective of their heritage and should be able to be followed so that it could be made) It cannot come directly from the internet. It must be typed on a separate document and is preferred to come from a family member, if possible. | | | |
| Heritage Shield | Students will draw a heritage shield (like a coat of arms) during Art by using symbols that represent their family, flags, or flag colors from ancestral countries, and their family stories. Use information gathered thus far in the project to make. Be creative! | | | |
| Traditional Games | Students will research traditional games kids play in their heritage countries on P.E. class. They will learn the rules and materials needed and will present them to the class. They will share and learn the different games presented. | | | |
| Traditional music and instruments | Students will research traditional music from their heritage during music class, they will explore different instruments and share them with the class. | | | |
| Home countries' information | Students will write down 5-7 facts they discovered about each of the countries they are from (i.e., special holidays celebrated, languages spoken, foods, traditions, and traditional dress) What makes each of the countries unique? The facts (along with other information learned) will be written in a one-page paper. Remember to elaborate!! | | | |
| Citation Page | Students will create a page of all of their sources, including the person they interviewed, using OSLIS (MLA Elementary Citation Maker). This will be taught in the media/library class. | | | |

| | | | | |
|---|---|---|---|---|
| Display Board | Students will create a display board (a trifold board size: 40” X 28”), illustrating what they have learned about their heritage throughout the project, including (but not limited to) photographs, drawings, etc. This is NOT their notebooks. Notebooks will be placed in front of the display board | | | |

**Appendix L: The interview, students paper**

**5th Grade Heritage Project: The Interview**

**Some things that will help your interview go smoothly**

1. Schedule a time in advance to give everyone a chance to prepare
2. Have your questions ready before the interview:
    a) Ask questions that encourage more than “yes” or “no” for the answer.
    b) Look for facts and details!
    c) Use your prepared questions as a guideline, but don’t be afraid to go off on a tangent and ask other questions about a specific subject you may have not thought to ask before!
3. Let your interviewee know what your topic is (family heritage) so they know what to expect.
4. Have your materials ready to take notes.
5. Show that you are ready to be a great listener!
6. Be patient and give them time to answer so that you get all of the interesting facts!
7. Be sure to THANK them for taking the time to do the interview!

**Format**

Write your interview in a formal format, stating the questions that were asked and then stating the answers that were given. Make sure that you write your interview information in your EasyBib citations. (You’ll learn about this later with your media/library teacher).

**Appendix M: The interview, sample questions**

Sample questions

1. What is your full name? Why did your parents select this name for you? Did you have a nickname?
2. When and where were you born?
3. How did your family come to live there?
4. Where there other family members in the area? Who?
5. What was the house (apartment, farm, etc) like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones?
6. Were there any special items in the house that you remember?
7. What is your earliest childhood memory?
8. What kind of games did you play growing up?
9. What was your favorite toy and why?
10. What was your favorite thing to do for fun (movies, beaches, etc.)?
11. Did you have family chores? What were they? What was your least favorite?
12. Did you receive an allowance? How much? Did you save your money or spend it?
13. What was school like for you as a child? What were your best and worst subjects?
14. What school activities and sports did you participate in?
15. Do you remember any fads from your youth? Popular hairstyles? Clothes?
16. What were your favorite songs and music?
17. Did you have any pets? If so, what kind and what were their names?
18. What was your religion growing up? What church, if any, did you attend?
19. Were you ever mentioned in the newspaper? For what?
20. What world events had the most impact on you while you were growing up? Did any of them personally affect your family?
21. How were holidays (birthdays, Christmas, etc) celebrated in your family? Did your family have special traditions?
22. How is the world today different from was it was like when you were a child?
23. Who was the oldest relative you remember as a child? What do you remember about them? 24. What did your family enjoy doing together?
25. What was your profession? How did you choose it?
26. What is the one thing you most want people to remember about you?

**Appendix N: Biography rubric**

**Students' name:**

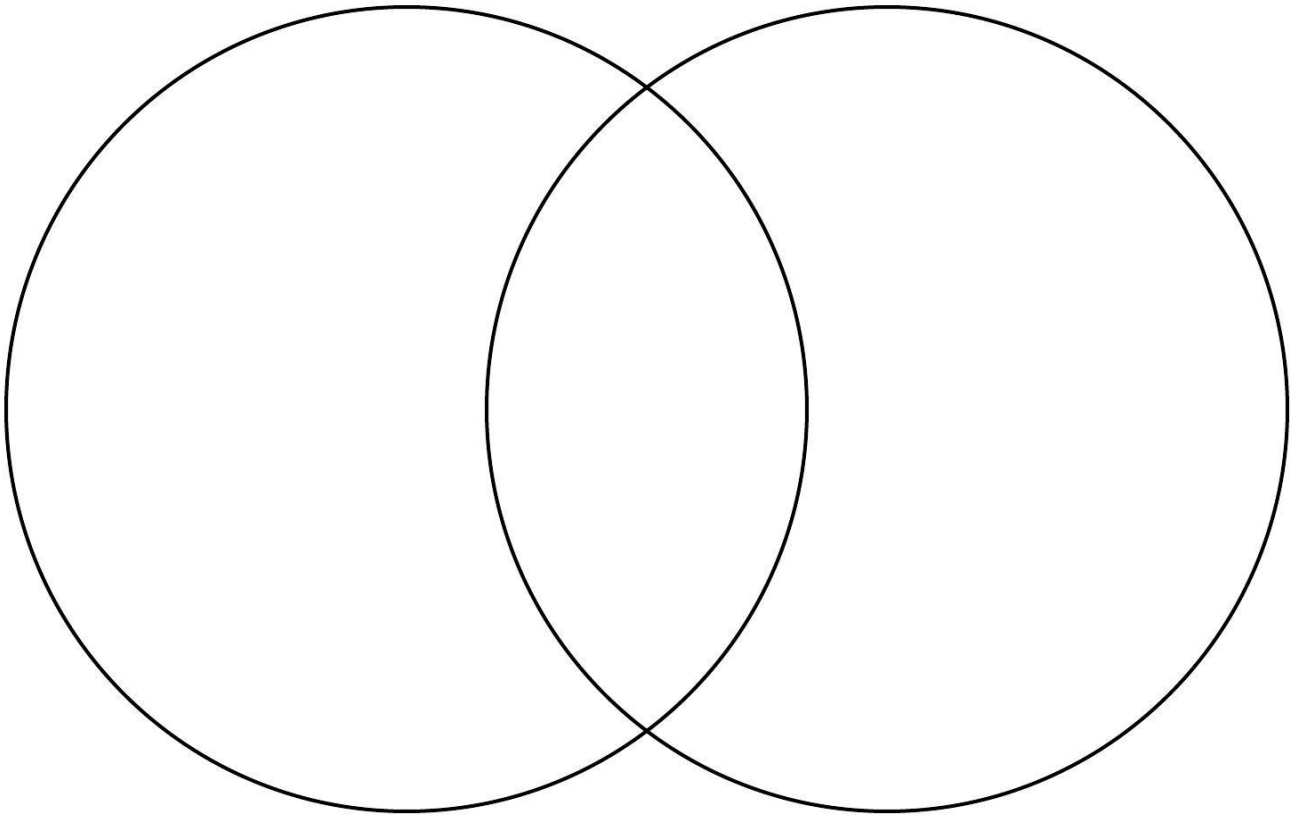
| Description | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Content | Demonstrates excellent understanding of a person's life and contributions. Includes information that "tells" the person's life story | Demonstrates a good understanding of important ideas and events in a person's life. Discusses why the person is important. | Some gaps in understanding and includes some factual errors and misconceptions. Attempts to discuss why the person is important. | Demonstrates little knowledge or understanding of the person. It does not discuss The importance of person. Written work is merely a rewriting of facts. |
| Organization | The introduction and conclusion are strong and engaging. Information is presented in a logical and interesting order. Ideas flow well. | Good introduction and conclusion. Information is presented in a logical order. | An organizational plan is evident, but some ideas are presented out of order. | No organizational plan evident and ideas seem jumbled and disconnected |
| Supporting Details | Develops ideas fully using appropriate and relevant examples, reasons, details, and explanations | Develops ideas using some examples, details, and explanations. | Uses some examples and explanations to express ideas. Include some examples that are not relevant to the topic. | Does not use relevant examples or explanations to elaborate on the topic. |

(n.d.). Retrieved from http://rubistar.4teachers.org/index.php?screen=NewRubric.

**Appendix O: Recipe, students' paper**

**With a partner, compare your recipes. On the left side, write things or characteristics that only your recipe has, on the right side things or characteristics that only your classmate's recipe has, and in the middle thing both recipes have in common. Don't forget to put the names of both recipes!**

My recipe: What both have in common My classmate's recipe:



**Appendix P: Home Countries' Information, students' Paper**

Time for our research! You will become an expert in your home country heritage.

Look for important information about your heritage country using the following link http://online.culturegrams.com/

Important facts about my country:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Find topics like special holidays celebrated, languages spoken, foods, traditions, and traditional dress, etc.

Write those facts in your paper and answer the following question:

What makes your country unique?

My country is unique because:

_____

_____

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